



**Residential Outdoor Schools Association**

**Strategic Plan**

**2014-2017**

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## Introduction

### *Where do we want to be in 2017?*

By 2017, ROSA will be:

- A structured network of schools with a clearer purpose
  - Advocacy for higher profile DET
  - Outdoor education and residential experiential learning
- A well-defined identity with a clear set of responsibilities and structure – power, authority, vision

It will:

- Build on the current strengths of ROSA through advocating for our schools and expansion of residential outdoor education
- Protect what we have as residential outdoor education and shape the future of residential experiential education
- Facilitate the sharing of resources and improvement of all across number of schools

As a result:

- Children who come through each school will be positively influenced by ROSA – which has led building teaching capacity and increased quality

## Vision

The vision of ROSA is that:

*All state school students participate in quality, education-based residential outdoor programs*

## Purpose

ROSA exists to promote high-quality residential outdoor education-based teaching and learning, through:

- Advocacy
- Sharing of knowledge and resources
- Guiding policy and direction
- Research and impact

## Strategic Directions

To achieve the Vision, the desired outcomes for 2017 and fulfil the Purpose of ROSA, five strategic directions have been developed:

*Key Result Area 1:*

**Quality:** commitment to improving teaching and learning practice

*Key Result Area 2:*

**Advocacy:** continue to liaise with DET, service their needs and advocate for quality residential outdoor education for state school students

*Key Result Area 3:*

**Capacity Development:** build the capacity of ROSA schools to enable greater access for students to quality, education based residential outdoor programs

*Key Result Area 4:*

**Governance:** implement an effective, agreed governance structure that enables the work of ROSA

*Key Result Area 5:*

**Promotion:** create greater awareness of ROSA and the value of quality, education based residential outdoor programs amongst schools, parents, DET, community (state, nationally and internationally)

For each Key Result Area, the following pages detail the goals, desired outcomes, strategies and actions.

### **Key Result Area One: Quality**

**Goal:** Commitment to constant improvement in teaching and learning practice

**Key Outcomes:**

- Professional learning policy / process
- Robust, measurable curriculum mapped to AUSVELS
- Cross-campus collaboration – sharing teaching and learning resource, knowledge, expertise, best practice

**Strategies:**

- Develop common professional learning policy and process across ROSA schools
- Create professional learning community culture at each campus / school
- All campuses / schools have a written curriculum mapped to AUSVELS (teacher ownership)
- Develop avenues to better share resources between schools / campuses

**Action Plan:**

|  | Strategies |  | Actions | Responsibility | By When |
|--|------------|--|---------|----------------|---------|
|--|------------|--|---------|----------------|---------|

|     | Strategies   |       | Actions  | Responsibility                    | By When             |
|-----|--|-------|--|-----------------------------------|---------------------|
| 1.1 | Develop common professional learning policy and process across ROSA schools            | 1.1.1 | Review Professional Learning policy  | PLO and School principals         | End of term 1, 2015 |
|     |  | 1.1.2 | Share Professional Learning policy with schools, campus principals and lead teachers for further input and refinement  | PLO and School principals         | Term 2, 2015        |
|     |  | 1.1.3 | Jointly endorse ROSA Professional Learning policy and process  | ROSA principals                   | End of term 2, 2015 |
| 1.2 | Create professional learning community culture at each campus / school                 | 1.2.1 | Develop campus based professional learning teams   | Campus principal and lead teacher | End of term 1, 2015 |
|     |  | 1.2.2 | Follow DET policy i.e. TVLC / teaching models etc  |                                   | Ongoing             |
|     |  | 1.2.3 | Measure development / change in practice and resulting impact (agreed measures, reporting and analysis)  | PLO and School principals         | Ongoing             |
| 1.3 | All campuses / schools have a written curriculum mapped to AUSVELS (teacher ownership) | 1.3.1 | Develop common template  | PLO with teachers                 |                     |
|     |  | 1.3.2 | Set critical reporting dates for all schools to have curriculum mapped   | School Principals Teachers        | End of term 1, 2015 |
| 1.4 | Develop avenues to better share resources between schools / campuses                   | 1.4.1 | Establish processes for sharing of current practice and knowledge <ul style="list-style-type: none"> <li>• Electronic</li> <li>• Physical</li> <li>• Time</li> </ul> | PLO                               | Ongoing             |
|     |  | 1.4.2 | Ensure ROSA conference allows for sharing of resources, knowledge and best practice  | PLO and teachers                  | Ongoing             |

## Key Result Area Two: Advocacy

**Goal:** Advocate for quality residential outdoor education for state school students

**Key Outcomes:**

- DET values ROSA as a resource, and supports ROSA and ROSA schools
- For all regional directors, and Minister for Education, to understand purpose of ROSA
- All staff of ROSA schools to have an understanding of, and know their role within ROSA
- Personal contact made with peak bodies and active participation of ROSA within outdoor and residential education spheres

**Strategies:**

- Continue to liaise with DET and service their needs (policy, advice, information, systems and processes)
- Develop and implement an advocacy plan
- Position ROSA as an authoritative voice on education based residential outdoor education

**Action Plan:**

|     | Strategies   |       | Actions  | Responsibility  | By When |
|-----|--|-------|--|---|---------|
| 2.1 | Continue to liaise with DET and service their needs (policy, advice, information, systems and processes) | 2.1.1 | Establish regular meetings with DET  | PLO and School principals   | Ongoing |
|     |  | 2.1.2 | Respond to key issues as required by DET   | PLO and School principals   | Ongoing |
|     |  | 2.1.3 | Identify opportunities to speak and present about ROSA within DET  | PLO and School principals   | Ongoing |
| 2.2 | Develop and implement an advocacy plan   | 2.2.1 | Develop an advocacy plan with key messages for variety of target audiences: DET, Minister for Education, regional directors, federal government, peak bodies, ROSA schools | PLO and School principals   | TBC     |
|     |  | 2.2.  | Implement advocacy plan  | PLO and School principals   | TBC     |
|     |  | 2.2.  | Monitor and review annually  | PLO and School principals   | Ongoing |
| 2.3 | Position ROSA as an authoritative voice on education based residential outdoor education                 | 2.3.1 | Identify key opportunities to develop research and evidence based presentations on ROSA, outdoor , policy, access etc  | PLO and School principals<br>School staff with specific interests/knowledge | TBC     |
|     |  | 2.3.  | Develop evidence based policy positions, and contribute to policy development, current research and knowledge through ROSA experience                                      | PLO and School principals   | TBC     |
|     |  | 2.3.  | Continue strong relationships with Outdoors Victoria and other representative bodies   |   | TBC     |

### Key Result Area Three: Capacity Development

**Goal:** Build the capacity of ROSA schools to enable greater access for students to quality, education based residential outdoor programs

**Key Outcomes:**

- Increased student access to ROSA programs
- ROSA schools have Student Resources Package (SRP)
- Current ROSA schools have infrastructure maintained and suitable for current needs, with the capacity to increase to meet future growth
- Future sites/schools are identified to meet increased needs
- Current ROSA schools have suitable communications and resources to operate as an effective network

**Strategies:**

- Map current capacity and potential future demand
- Advocate for resources to meet current and future demand (linked to advocacy plan)
- Establish communications protocols across ROSA schools and campuses
- Develop infrastructure standards across ROSA schools

**Action Plan:**

|     | Strategies  |       | Actions   | Responsibility                               | By When             |
|-----|---|-------|---|--|---------------------|
| 3.1 | Map current capacity and potential future demand                    | 3.1.1 | Identify and document numbers of students, schools currently accessing ROSA schools                       | PLO & School principals                      | End of term 1, 2015 |
|     |   | 3.1.2 | Undertake gap analysis – which schools are currently unable to access ROSA                                | PLO & School principals                      | End of term 2, 2015 |
|     |   | 3.1.3 | Identify future demand (and model) so that all state school students access ROSA programs                 | PLO & School principals                      | TBC                 |
|     |   | 3.1.4 | Identify infrastructure expansion requirements, and number of ROSA schools required to meet future demand | PLO & School principals                      | TBC                 |
| 3.2 | Advocate for resources to meet current and future demand            | 3.2.1 | Include key targets and requirements in advocacy plan   | PLO & School principals                      | TBC                 |
|     |   | 3.2.  | Develop and advocate case for SRP for ROSA schools  | PLO & School principals                      | TBC                 |
| 3.3 | Establish communications protocols across ROSA schools and campuses | 3.3.1 | Investigate technology support for communications across campuses and ROSA schools                        | PLO & School principals<br>Campus principals | End of term 1, 2015 |
|     |   | 3.3.  | Review effectiveness of a newsletter and refine as required (for schools, teachers, parents)              | PLO & School principals                      | End of term 2, 2015 |
|     |   | 3.3.  | Promote and model a collaboration, sharing and building the culture                                       | All  | Ongoing             |
| 3.4 | Develop infrastructure standards across ROSA schools                | 3.4.1 | Identify common infrastructure required to deliver curriculum effectively                                 |  | End of 2014         |
|     |   | 3.4.  | Develop ways in which to effectively share resources  |  | Ongoing             |

|  | Strategies |      | Actions                                       | Responsibility | By When |
|--|------------|------|---|----------------|---------|
|  |            | 3.4. | Develop maintenance system across the network |                | Ongoing |



## Key Result Area Four: Governance

**Goal:** Implement an effective, agreed governance structure that enables the work of ROSA

**Key Outcomes:**

- Formalised effective governance model
- Role statements for Board members and EO (PLO) in place
- Sustainability of ROSA

**Strategies:**

- Determine model of governance best suited to deliver our vision
- Develop position descriptions for Board members and EO
- Develop sustainability strategies for ROSA, EO, PLO

**Action Plan:**

|     | Strategies  |       | Actions  | Responsibility                  | By When  |
|-----|---|-------|--|---------------------------------|----------|
| 4.1 | Determine model of governance best suited to deliver our vision | 4.1.1 | Ensure that model is immediately achievable, uncomplicated, effective, transparent and inclusive | PLO and School principals       | Complete |
|     |   | 4.1.2 | Develop alternative models for review and consideration  | Principal, Bogong               | Complete |
|     |   | 4.1.3 | Undertake survey/fact finding/referendum on operation of ROSA with school staff                  | PLO                             | Complete |
|     |   | 4.1.4 | Make decision and communicate outcomes   | PLO and School principals       | Complete |
| 4.2 | Develop position descriptions for Board and EO                  | 4.2.1 | Develop and circulate PDs for comment and adoption   | PLO and School principals/board | TBC      |
| 4.3 | Develop sustainability strategies for ROSA, EO, PLO             | 4.3.1 | Develop principle that each ROSA school contributes equally to ROSA                              | PLO and School principals/board | Complete |
|     |   | 4.3.2 | Identify required resources over 3 year period to meet Strategic Plan                            | PLO and School principals/board | Complete |
|     |   | 4.3.3 | Identify sustainability strategies for ROSA itself, PLO and EO (include risk assessment)         | PLO and School principals/board | TBC      |

## Key Result Area Five: Promotion

**Goal:** Create greater awareness of ROSA and the value of quality, education based residential outdoor programs amongst schools, parents, DET, community (state, nationally and internationally)

### Key Outcomes:

- Increased awareness of ROSA with teachers / schools – outdoor education
- Enhanced reputation with DET, parents community
- Greater exposure of our brand to wider / different groups and organisations
- Increased liaison with media, community groups, PTO, schools
- Increased engagement with outdoor education community

### Strategies:

- Develop and implement communication strategy
- Emphasise the benefits of engaging with ROSA
- Improve ROSA teachers capacity to understand ROSA, to network and share resources

### Action Plan:

|     | Strategies  |       | Actions   | Responsibility                  | By When                |
|-----|---|-------|---|---------------------------------|------------------------|
| 5.1 | Develop and implement communication strategy  | 5.1.1 | Include review of current forms of communication (eg newsletter)  | PLO and School principals       | End of term 2, 2015    |
|     |   | 5.1.2 | Target staff as well as parents, schools and community  |                                 | Ongoing                |
| 5.2 | Emphasise benefits of engaging with ROSA  | 5.2.1 | Promote this message to: <ul style="list-style-type: none"> <li>▪ Support staff</li> <li>▪ Teaching staff</li> <li>▪ School Councils</li> <li>▪ Networks</li> </ul>   | PLO and School principals/board | Ongoing                |
| 5.3 | Improve ROSA teachers' capacity to understand ROSA, to network and to share resources | 5.3.1 | Share Vision and Mission with staff   |                                 | Newsletter, Conference |
|     |   | 5.3.2 | Engage staff in debates about the 'why'   |                                 | Complete               |
|     |   | 5.3.3 | Identify processes at teacher level to encourage <ul style="list-style-type: none"> <li>▪ Sharing</li> <li>▪ Communicating</li> <li>▪ Access to information</li> <li>▪ Best practice</li> <li>▪ Process</li> <li>▪ Policy</li> <li>▪ Resources</li> <li>▪ Suppliers</li> <li>▪ (Blogs, webpage, facebook page)</li> </ul> |                                 | Ongoing                |

## Priorities

### Year 1

- Relationship clarification of expectations
- Internal direction and ownership
- Agreed decision making process
- Governance structure in place
- Budget / resourcing
- Audit conference process

### Year 2

- Piloting
  - Communications
  - New possibilities / new visiting schools
- Curriculum alignment (AUSVELS)
- Communications at teacher and ES level
- Conference format (improved and valued)

### Year 3

- Expansion
- Review vision, strategic plan, priorities

### Continual:

- Positive relationship with DET

## **ROSA Retreat - Methodology**

### **Introduction**

The Residential Outdoor Schools Association (ROSA) has developed a new Strategic Plan that clearly defines the agreed directions for the ROSA network for the next 3 years.

To develop the Vision and Mission and the key strategies to achieve the next 3 year outcomes, a Strategic Plan retreat was held at Trawool on 20-21 March 2014. Each School Principal, Campus Principals and the ROSA Principal Liaison Officer participated in the retreat.

This Strategic Plan resulted from that workshop and will guide the work of ROSA.

It covers:

|                         |  |
|-------------------------|--|
| Background:             | introduction to ROSA   |
| Where we are now:       | current strengths, weaknesses, opportunities and threats, lessons from the past        |
| Where do we want to be: | vision, purpose, desired outcomes  |
| Our context:            | what is affecting us, and what needs to change to meet the vision and desired outcomes |
| Strategies:             | key areas of work that will enable the achievement of the vision                       |
| Implementation Plan:    | specific goals, measures, actions and responsibilities                                 |
| Priorities:             | year by year priorities  |

### **Background**

ROSA was formed in 2001 and represents three DET Residential Schools:

- Bogong Outdoor Education Centre
- Rubicon Outdoor Centre
- Somers School Camp

ROSA schools consist of 6 campuses across Victoria:

- 15 Mile Creek
- Bogong
- Rubicon
- Nayook
- Somers
- Woorabinda

With six campuses across the state, the ROSA schools provide affordable high quality educational programs for DET schools that empower their students to develop beliefs, values, attitudes and behaviours that will lead to sustainable living. Students achieve success through a unique personalised learning journey and within a small community living in a healthy, happy and safe environment.

The ROSA group has operated as a network of schools, and the three principals have formed the guiding group, along with an appointed Principal Liaison Officer (PLO). The assistant principals (campus principals) are part of the broader network and are party to discussions affecting the schools. Since the appointment of the PLO, much of the relationship work between ROSA and DET has been able to be advanced.

In 2010, ROSA schools developed a common purpose and framework:

### **Purpose**

Authentic learning for a sustainable future, by providing accessible high quality sustainable living programs to students within the Victorian public education system.

### **ROSA Framework**

The diversity across the six ROSA Campuses enables us to provide students with a range of programs across a variety of environments. The ROSA framework is underpinned by the following characteristics:

#### **Outdoor Learning**

Exploring the alps, bushland, rivers and sea

#### **Public School Education**

Delivering affordable high quality programs

#### **Sustainable Living**

Building healthy, happy and safe learning communities

#### **Culture of Ongoing School Improvement**

Research based innovation and teacher capacity building

#### **Collaboration**

Building relationships with students, teachers and schools

### **Goals (established with the framework)**

#### **Student Learning**

- Support ROSA schools to improve student learning outcomes
- Increase capacity in ROSA schools to offer more students across the state a greater number and wider variety of residential outdoor programs
- Assist ROSA schools to enhance each student's personal development focusing on interpersonal relationships and relationship with the natural environment

#### **Student Engagement and Wellbeing**

- Support ROSA schools in providing safe and supportive outdoor programs

#### **Student Pathways and Transition**

- For ROSA schools to play a key role in each student's educational journey
- Establish a method of monitoring students learning across ROSA schools
- Support schools to provide students with a range of educational pathways

## **ROSA – where are we now?**

ROSA is a network of three residential outdoor schools, based on collaboration and consensus between the school principals. As a group, ROSA works to develop better practice amongst the schools, aims to operate within a similar framework, and liaises as a group with DET on matters directly affecting the delivery of outdoor education through those schools.

As a group, ROSA principals, PLO and campus principals developed the following analysis of the network.

Currently ROSA:

- Has a strong focus on genuine collegiality across all schools
- Is constantly reviewing and developing teaching and learning practice
- Has a good profile within DET, especially since the employment of the PLO
- Liaises with DET and promotes and develops outdoor education, ROSA schools
- Principals reach consensus well
- The schools are known for quality delivery
- Is well-resourced
- Other schools want to join

However, there is a lack of clarity about what ROSA actually is, and does – particularly this is unclear across the staff of the member schools, as well as to outside agencies and organisations.

## **Strengths**

The current strengths of ROSA offer a strong base on which to build:

- Desire to increase and improve outdoor education in Victoria
- Outdoor education for government school kids
- Commitment to state education
- Common focus
- Its purpose, not its geography
- Identifiable point of difference
- Teachers, teaching and methodology
- Relationship with DET
- Collegiality
- People and diversity
- Great resource
- History
- Emerging profile nationally and internationally

## **Weaknesses**

The weaknesses were identified as:

- As a collective, it is principal dependent – that is, its existence is dependent on the goodwill, buy-in and cooperation of current principals. Nothing binds the schools together formally, and the network exists as a result of the decision of each current principal – which makes it vulnerable to changes in principals
- The lack of a clear definition that can be easily articulated has meant that the same question of ‘what is our core purpose’ arises continually – particularly amongst teacher level staff at the schools
- Concerns about communication, vision and commitment arise – particularly again at the staff level
- Geography / travel barrier – the location of the schools and campuses adds additional complexity

- Other concerns are about a perceived silo mentality, and lack of consistency across campuses

## Opportunities

There were multiple opportunities identified for ROSA. These ideas were later refined for the development of strategic directions.

- To embed into all schools as residential outdoor schooling
- Expansion
- Research
- Experts in our learning environment
- Outside box / innovative program
- Increased access
- Sustainable organisation promote and provide outdoor education to every government school student; guiding outdoor education policy and direction nationally and including outdoor education nationally (extend existing)
- A network of schools working together preserving and enhancing outdoor education (and access) in Victoria
- Promoting high quality outdoor education based teaching and learning
- Makes quality outdoor education sustainable at a school level
- Provide opportunities for government school kids
- Sustainable organisation
- Consolidating what we do
- Influencing outdoor education nationally and internationally
- Contribute to strengthen Victorian and national and international leadership in outdoor education
- Guiding outdoor education in Victoria
- Preserving and enhancing outdoor education and providing access to others
- Well defined identity – power authority, vision
- To strengthen our cluster and to advocate for expansion
- Have a separate organisation to ROSA to advocate for ROSA
- Develop the teaching capacity of our staff
- Focus on the residential part of what we do and not so much the outdoor education part of what we do
- More structured network of schools with a clearer purpose
- One purpose being advocacy in the DET and advocacy in the outdoor sector
- Sharing and facilitating to improve teaching and learning in our schools
- Increasing the number of government school students that access the ROSA school
- Campus out west
- Continuity and life
- Access funding
- Recognition from DET
- Putting the ‘v’ at the end of ROSA – going to state and then international structure allows more sites
- Strong contribution to the national curriculum
- ROSA outcomes into mainstream school and focus on social capacity
- Maintain focus on our campuses

## Threats

Currently, ROSA is a loose collective of schools which has been able to capitalise on reputation and profile, and personalities to engage with DET and the wider outdoor education community through presentations and advocacy.

Several threats were identified:

- Expectations of ourselves, and others of us, may be higher than the reality
- Inability to capitalise on the existing resources and expertise

- Reduction in status and recognition within DET
- Less government support
- Outsourcing residential outdoor education to private providers
- Falling standards, or exposure of poor standards
- Others leveraging off ROSA without understanding and input

## Challenges

As an organisation, there are some current challenges that need to be worked through:

- Clearer purpose
- Appropriate structure (but not sure what that is)
- A system in place to ensure the continuity
- Common knowledge and understanding of purpose, structure and systems
- Ownership
- An understanding of how we do what we do and the why
- Evidence that what we are producing is a good product
- Confidence in our product
- Commitment and resources from DET without affecting our current schools
- Schools perception of what ROSA is?
  - System-wide approach
  - Students and parents
- ROSA is bigger than just a few people
- Change needed in bipartisan support and a policy for outdoor education

## Lessons learnt

As a network of three schools that has existed since 2001, ROSA has evolved. In looking at what has led to the current status of ROSA and its achievements, the following lessons have been gleaned – which can become a guide to implementing future directions:

- Need to have a clear message about who we are
- Our schools can collaborate effectively
- Better together
- We can engage government (DET) to support ROSA to a high level of resourcing
- Change is possible, and can be positive – massive change
- Be brave, prepared to try new things
- Be led by creative minds – kids
- Social / informal conversations are important
- Have to be politically aware and active where necessary
- It is hard work expanding
- Content of any professional learning needs to be teacher-driven
- Making conference a valuable use of time
- “New” campus model is working well
- Future incorporation needs to be project managed